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## Winter 2017

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# INSIGHTS

A publication for College of Liberal Arts and Social Sciences alumni

DEPAUL  
UNIVERSITY  
COLLEGE OF LIBERAL ARTS  
AND SOCIAL SCIENCES



## LEADERSHIP EMPOWERED BY THE LIBERAL ARTS

A meeting of the minds took place when more than 60 LAS and other DePaul leaders met to plan a bold, new direction for the college. Read more on pages 4-5.

Winter 2017

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# NOTES FROM THE DEAN

## Guillermo Vásquez de Velasco

### INSIGHTS

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On Oct. 20-21, 2016, a cross section of more than 60 faculty, staff, students, alumni and administrators participated in a visioning retreat seeking to inform the future of our College of Liberal Arts and Social Sciences (LAS) through an active review of our history, current context, strengths, challenges and opportunities. As a result of that process, we have drafted a new vision that attempts to recast our narrative on the extraordinary value of the liberal arts in the 21st century.

Our resulting narrative finds as its point of departure the Vincentian question “What must be done?” and translates that question into a call for leadership for the common good. LAS is the core college of DePaul University, and as such, we proudly embrace the responsibility to provide leadership in the education of the 21st century’s leaders.

In the next few months, we will be undertaking the task of making our vision palpable not only through our curricula, but also through the distinctive profile of our students and alumni. At the end of the day, our graduates are our brand, and we look forward to celebrating their leadership in our communities, Chicago, our nation and the world.

This issue of INSIGHTS is a celebration of the leadership that makes our brand distinctive and real. In addition to the main feature on “The Liberating Arts” and how our college promotes a brand of leadership empowered by the liberal arts, I would like to bring your attention to interviews with Associate Professor Valerie Johnson, modern languages student Citlali Ochoa and history alumnus Leroy K. Martin Jr., now presiding judge of the Cook County Circuit Court’s Criminal Division, on their leadership for the common good. Their vocation to serve others not only is inspirational, but also sets an example for all to follow.

It is also a pleasure to share the testimony of political science major Wuilber Diaz on the life-changing power of philanthropy, and to celebrate the granting of the inaugural LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professorship to Tera Agyepong, assistant professor in our Department of History.

These are exciting times to be at DePaul. As we welcome Dr. Gabriel Estaban as our new university president, we look forward to his inspiring leadership and a bright future for LAS.



Tera Agyepong

## LAS ESTABLISHES ITS FIRST ENDOWED PROFESSORSHIP

To honor his late wife, **Mary Clare McHugh Sanders (History '47)**, who loved studying history, **LeRoy "Lee" Sanders (JD '52)**, who passed away in 2015, bequeathed the LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professorship to LAS's Department of History. The gift marks the first privately funded professorship for the college. The college named Assistant Professor Tera Agyepong as its first recipient for the 2016-17 academic year.

"The Sanderses had deep roots at DePaul, and we're grateful that they chose to invest in our faculty with their generous gift," said Guillermo Vásquez de Velasco, dean of the college. "Tera is very deserving of this inaugural gift as a scholar with extraordinary promise and dedication to her teaching and research."

"It's wonderful that the Sanderses thought

of the history department at DePaul for this professorship," said Agyepong. "Their support will also benefit my colleagues who will receive the professorship, and I believe the impact will have a ripple effect throughout the university because research impacts teaching."

The professorship will support Agyepong's one-year leave from teaching in order to complete her first book, "The Criminalization of Black Children: Race, Gender, and the Construction of Delinquency in Chicago's Juvenile Justice System, 1899-1945."

"I feel very humbled and honored that I was thought of for this professorship," Agyepong added.

Agyepong, who has a law degree along with a doctorate in African-American history, began her career at DePaul during the 2013-14 academic year. Her research and teaching interests lie at the intersection

of history, race, gender and the law. Her scholarly articles have appeared in the journal *Gender & History*, *The Journal of African American History* and *Northwestern Journal of Human Rights*. Agyepong has served as director of the Department of History's prelaw program and organizer of the Black History Month lecture. She has also worked on the undergraduate curriculum committee and was instrumental in the development of a new minor in the history of law.

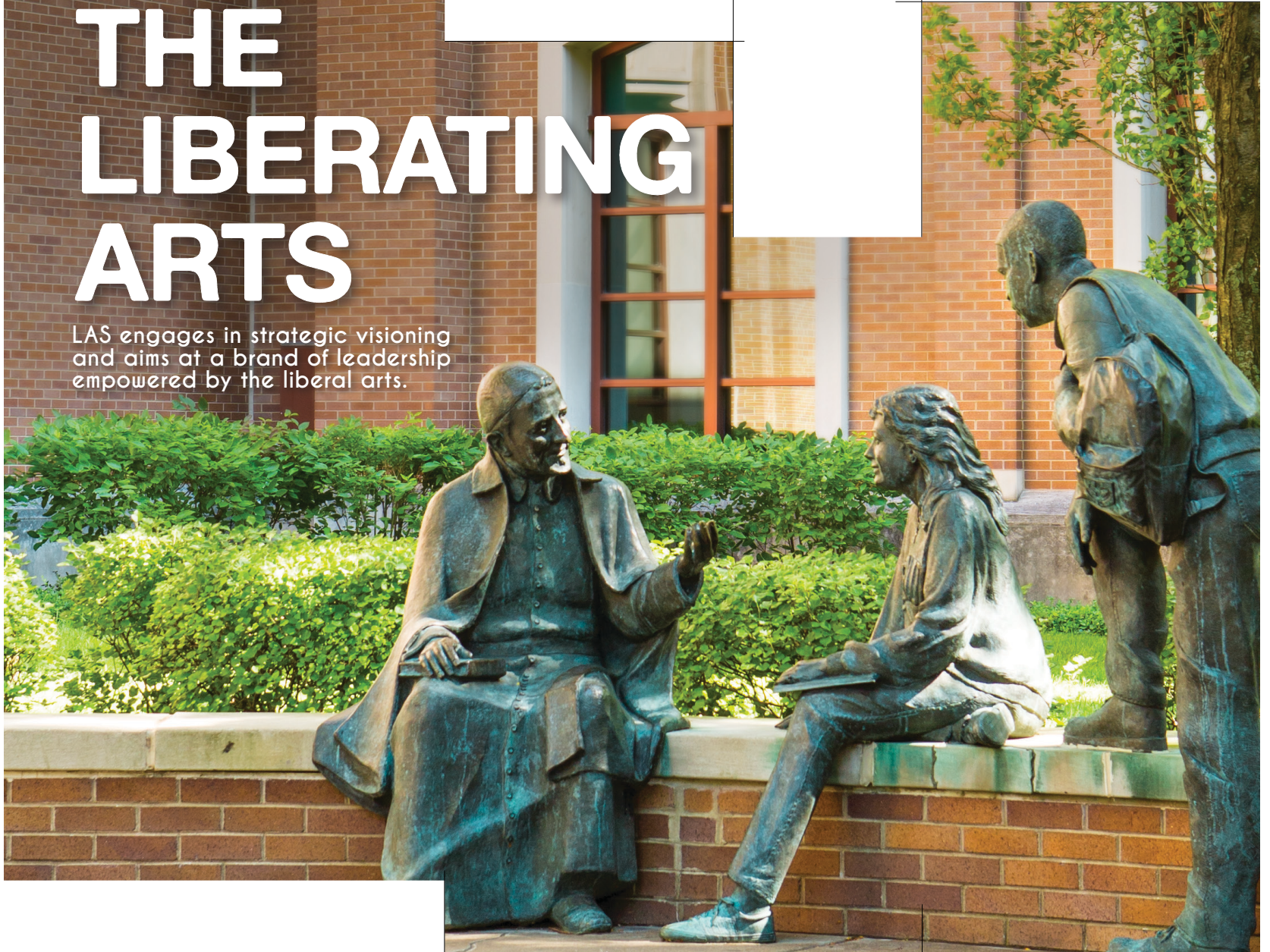
Sanders met his wife while attending DePaul, and several family members attended the university over the years. After his wife's death in 2009, Sanders was committed to making a gift that would honor both her memory and their dedication to their alma mater. The endowed professorship will be conferred annually to advance the recipient's scholarship and completion of significant historical research.



Liberal arts for leadership | INSIGHTS

# THE LIBERATING ARTS

LAS engages in strategic visioning and aims at a brand of leadership empowered by the liberal arts.



*Almost 400 years ago, Vincent de Paul raised the question, “What must be done?” setting the foundation for the activism, faith and service to the poor that characterize Vincentian Catholicism. The College of Liberal Arts and Social Sciences is poised to move into the future by looking far into the past, to the legacy of St. Vincent.*



"We believe that the Vincentian question is, in practical terms, a call to leadership," says Dean Guillermo Vásquez de Velasco. "Leadership is a vocational trade that transcends disciplines and professions, but it requires a targeted education. At the core of that education we expect our students to embrace a collaborative mindset, supported not only by depth, but also by breadth of knowledge."

To this end, LAS has embarked on a college redesign process that puts leadership for the common good at the center of its programs and curriculum. "We are the core, the hub, where people come to establish their connection to the mission," Dean Vásquez de Velasco asserts.

The direction for the redesign came during a two-day retreat composed of more than 60 leaders from LAS's departments, centers, faculty senate and advisory council, as well as the Student Government Association and other university units. One of those in attendance was **Mitch Goldberg (History '96, JD '99)**, partner at Lawrence Kamin Saunders & Uhlenhop LLC and vice chair of the dean's advisory council.

"Many people view the college experience thinking about the return on investment, and measuring that monetarily," Goldberg says. "In LAS's case, much of the value is in creating leaders and thinkers and people who have a fundamental moral compass."

## The T-shaped person

A guiding principle of the redesign is the T-shaped person, whom Dean Vásquez de Velasco describes as "someone who knows something about everything and everything about something." Traditionally known as a well-rounded person, the T-shaped person came to prominence through several T-Summit Conferences promoted since 2014 by technology and engineering professionals seeking to solve the problem of how to educate a workforce with both depth and breadth of knowledge—the T shape—to solve 21st-century challenges.

Dean Vásquez de Velasco says that participants in the T-Summit Conferences are striving for a way to bring creativity and broad-based thinking into engineering and business curricula. But they are trying to do so from within engineering and business colleges, largely ignoring that there

is this thing called the liberal arts that sits at the heart of all of our campuses and is frequently under-explored, under-tapped and under-integrated.

"We hear a lot about entrepreneurship, building enterprise," he continues. "But we are still stuck in the 20th century when we fail to recognize that in the 21st century, we will need more than that. We will need inspired leadership grounded in a long tradition of humanistic inquiry and insight to guide us in addressing extraordinary social, environmental and political issues.

"We all know we need leadership in the world—the key insight is that it should not be improvised, but rooted in and nourished by the liberal arts and social sciences. Today, nothing is more important than the holistic education of the leaders of tomorrow.

"That's where we come in. That's our brand."

## The LAS Leadership Experience

"A lot of things we teach help forge future leaders for business and society," says Julie Artis, retreat participant, associate professor of sociology and director of faculty course analytics in DePaul's Enrollment Management and Marketing Department. Thus, the college has begun defining the LAS Leadership Experience. "The recipe to qualify as one of those experiences is that it needs to be multidisciplinary, issue-based, service-oriented and experiential," says the dean. "It may adopt the form of an assignment inside a course, a course inside a curriculum, a curriculum inside a department, a department inside a college. It could be Chicago-based, or it could be international."

## Centers and interest groups

Dean Vásquez de Velasco describes the college's centers as ready-made interdisciplinary and issue-based organizations, ideal sites through which faculty members can enhance their teaching missions and offer experiential leadership training. He sees interest groups—interdepartmental projects where ideas are tested—as another vehicle for developing the collaborative relationships and creativity necessary for a standout leadership experience.

## Hubs and studios

"We don't have a mothership building. We're multidisciplinary, divergent, and it would actually be unfitting for us to consolidate in a single building," the dean says. "So the idea is to create hubs, physical centers on the Loop and Lincoln Park campuses to serve as manifestations of who we are. Hubs are where the community, faculty, staff and students develop projects. The natural teaching environment for project-based learning is the studio."

With this in mind, the dean hopes that LAS will be able to proclaim itself the only liberal arts college that delivers instruction in studio format—the opposite of the traditional liberal arts format of instruction in large lecture halls or standard classrooms. "The studio is even smaller, and more intimate and unscripted, than seminars," the dean asserts. "We have very highly qualified, tenured faculty committed to an issue-based teaching vocation who are perfectly positioned to allow us to deliver this high-end, experiential kind of education."

The LAS Leadership Experience will put students on the fast track to meaningful careers. "We envision our students walking on graduation day," the dean muses, "holding their diploma in one hand and a published portfolio in the other, showing how well prepared they are not only to enter the job market, but also to emerge as leaders in the community and the world."

## Liberating students and society

Jacqueline Lazú, associate dean and associate professor of modern languages, says the college is restructuring along interdisciplinary lines to increase collaboration, flexibility and creativity. "I prepare my students to think in global terms. Cultural competencies and language skills are my philosophy of education. Our students gravitate to us because we are committed to social equity, social justice and change. We have excelled at this for a really long time and stand behind it as part of the identity of DePaul."

"We are core of the university, foundational to education, a gateway to career and vocation," Dean Vásquez de Velasco says. "We are the tide that raises everyone up. If LAS thrives, all students at the university do well. We proudly embrace that responsibility."



STUDENT LEADER

# A BRIDGE ACROSS CULTURES

Citlali Ochoa uses language  
to make sense of the world



Ochoa kneels in front of a painting by an apprentice teen artist at After School Matters, a nonprofit where she has worked and volunteered.

When her classmates and teachers call her a student leader, Citlali Ochoa tends to shake her head in doubt.

"To a point, I believe it," she says, "but to a certain point, I don't see it. I guess I'm still trying to understand."

This thoughtful approach to finding herself and her place in the world has long been a part of Ochoa's journey. Born in Jalisco, Mexico, Ochoa moved with her family to Chicago's Pilsen neighborhood when she was six.

"I have a huge family in Mexico that I see every four or five years," Ochoa says. "When I was a teenager, there were a lot of things I didn't understand. I was stuck between two languages, two countries, two worlds. My cousins over there were making fun of my Spanish, and over here, English speakers can apparently hear some kind of accent, which made me feel self-conscious. You do end up in a situation where you start questioning your skills and who you are."

Ochoa discovered her life's work and leadership potential in language. As an undergraduate student in interdisciplinary studies in American sign language (ASL) and humanities at Chicago's Columbia College, Ochoa got to see how closely related culture is with language and how difficult it is to learn new languages.

"I really fell in love with the process of interpreting and translation, and how you

become a language service provider," she asserts.

Ochoa didn't feel proficient enough in ASL to continue as an ASL-English translator and interpreter. She decided to get a master's degree in Spanish to improve her command of the language "to a point where I could bring the most help to the community I serve, and that includes immigrants and L2 learners of English," she says.

Ochoa's husband, **Victor M. Salazar (History '08)**, suggested she consider enrolling at DePaul. "Sure enough, after I did research, DePaul was my number one choice."

She liked the flexibility of the program, particularly with regard to the electives. "I wanted a program that would start me somewhere, but let me go wherever I want." So far, in addition to taking graduate classes in the modern languages program, Ochoa has sampled classes in the sustainable urban development and refugee and forced migration programs.

"Everything connects," Ochoa says enthusiastically. "I was so surprised."

When asked what she likes about what she's doing, Ochoa says immediately, "Everything! I know that sounds cheesy and everyone says that, but I'm constantly learning things

that are pertinent not only to my field, but to myself as well—about my heritage, about who I am, who my people were. I started to see more of myself. I started to understand my past. You start answering questions, and it feels like a big load has been taken off of me. And I get to take this and share it with my family, so all around, it brings knowledge to a whole different level."

Ochoa has volunteered for DePaul's Translator and Interpreter Corps, the asylum and immigration law clinic and external nonprofits as a translator and interpreter. She sees a definite need for institutions to learn how to use social linguistic perspectives and processes to provide better services for their clients.

"It just seems like people are lost somewhere within the languages and culture," she observes. She sees herself as an asset who can assess linguistic services at such institutions and bring them up a notch.

When asked what others see when they call her a leader, Ochoa says, "I think a hard worker, someone who knows how to sacrifice certain things to get other things done. My initial goal was just to perfect my Spanish. Now I'm finding out that besides translating and interpreting, I can write, I'm okay at doing research and I can teach. I was not thinking about a PhD before I started all of this, and now I'm 'yes, yes, go for it!'"

FACULTY LEADER

# VALERIE JOHNSON: DIVERSITY AND INCLUSION LEADER

Valerie Johnson is a faculty leader with a passion for and commitment to making cultural competence a standard at DePaul and beyond. Johnson, associate professor and chair of the political science department, has served on the university's Faculty Council and the Center for Identity, Inclusion and Social Change Advisory Board and the Faculty of Color and the Concerned Faculty groups, pressing for tenure equity at DePaul. Outside of DePaul, she is chair of the State of Black Chicago Congress, a steering committee member of the Illinois Committee on Black Concerns in Higher Education and involved with the Illinois Black and Hispanic Higher Education Alliance.

"In order to change anything, you must shape structure and day-to-day practices," Johnson says. "Conservative students feel they don't have a voice. Black students and the Black Student Union also feel marginalized." Johnson believes that to engage these and other marginalized groups, faculty and staff throughout the university need to become educated about and model cultural competencies. "We have to be more intentional than we typically are so students will understand and respect different perspectives, and know how to live in a civil society."

No stranger to advocating for cultural competency, Johnson recently discovered one of her own cultural blind spots by attending a workshop on transgenderism in the classroom. "I don't know much about sexual identity or the literature, the language of transgenderism. But I'm teaching on subjects where these might come up. I learned so much. One very

critical thing I learned was that Title IX has been tied to sexual identity and provides protection regarding sexual orientation."

Johnson is a strong supporter of the university's commitment to diversity and inclusion, but emphasizes that cultural understanding doesn't just happen. "Diversity is a value, but it has to permeate every unit,

**We have to rise above our risk aversion over having difficult dialogues.**

behavior and dialogue universitywide. We have to rise above our risk aversion over having difficult dialogues. Faculty have to be evaluated on creating a bias-free classroom."

"I've had some really engaging discussions about the election and about race, and I think people walk away with a different perspective," she says. "I understand more clearly how they feel; otherwise, your fears are projected onto other people."

Johnson is hopeful that universitywide practices will foster thoughtful and courageous dialogue, increase efforts to recruit diverse faculty and students, and promote a review of the curriculum to ensure diversity is reflected. She is actively working to promote and instill those practices in her department and throughout LAS. "I share my dean's vision to make LAS the vanguard of diversity and inclusion practices across the university," Johnson declares.



## Johnson on promoting diversity & inclusion

- Town hall meetings that promote dialogue with people of diverse backgrounds
- Mandatory cultural competency training for each unit and faculty and staff
- Dedicated diversity-related questions on the university's institutional compliance test
- Creation of college diversity advisory committees to augment the role of college diversity advocates



ALUMNUS LEADER

# JUDGE LEROY MARTIN JR. TRANSLATES LIFE LESSONS INTO SERVICE

"There is honor in being a public servant," says **LeRoy K. Martin Jr. (History '81)**, presiding judge of the Cook County Circuit Court's Criminal Division, about his most valuable life lesson. He also learned the importance of education, hard work and respect for others from his parents, former Chicago Police Superintendent LeRoy Martin Sr. and former teacher and elementary school principal **Constance B. Martin (MED '57)**.

Martin, 57, applies those lessons in his current role, especially the example set by his father. "I'm very, very proud of my father," Martin declares. "He grew up during the Depression and did not have very much. But he did have desire and determination, and worked his way up the ranks. He believed you're not finished until the job is done, and to take pride in what you do and take care of your family." The judge emulates his father's easygoing manner with people. "I have an open-door policy. I walk in the hallway and have ordinary conversations."

His mother also was a great life teacher and cemented his decision to apply to DePaul, a school she loves, and, later, to go into public service. "She was a Chicago Public School teacher and principal at Tanner Elementary. My mother was very dedicated to the children there. Even to this day, she will run into students who speak about her so glowingly."

Martin's DePaul experience broadened his horizons. "You grow up in a particular neighborhood and that's your world," he says. "But I got to meet other students from other parts of the city, state and country. The liberal arts school offered a good opportunity to exchange ideas."

After Martin became a judge, he spent eight



## LeRoy Martin Jr.'s advice on education

- 1 You will get out of it what you put into it.
- 2 Through education and hard work, there's nothing we're not capable of doing.
- 3 It's wonderful to take your education and invest it in our city and our communities so that we can make Chicago the best Chicago it can be.

years in the Cook County Circuit Court's Chancery Division presiding over a wide variety of cases, including class actions, injunctions and nonprobate trust cases. Martin was made the presiding judge of the Criminal Division in September 2015. In his first year, he started to put his stamp on a position held by his predecessor, Paul P. Biebel Jr., for 19 years.

"I think that to be in tune and in touch with changing times, we need to address the needs of society in general," says Martin. "My predecessor recognized the need. Now that I'm here, I have an advantage because techniques have evolved. There are more services that the courts offer through mental health, veterans and drug treatment courts. Cases can be deferred so people can be treated."

Despite improvements, the judicial system faces challenges. One of Martin's goals is "to remind and emphasize to the public that they can and should have confidence in the system. With some of the things that have happened recently and over the years, people have lost confidence." One of the ways he tries to build trust is to make certain that cases are assigned to judges randomly and very publicly in court. The judges under his direction enter information into the record to show that they are considering all factors in making their rulings—even with something as simple as giving a continuance.

"I'm very proud to say that I have a degree from DePaul," Martin says. "DePaul allows students to fulfill their desires. It certainly has done it for me, even surpassing my goals. I knew I wanted to be a judge at some point in my legal career. I certainly never thought I'd be here presiding over one of the largest divisions in the system and one of the largest criminal court divisions in the country."



# (Re)Humanizing Black Lives

## The Center for Black Diaspora Examines Race Relations Today

Joining the national discussions on race in America, DePaul's Center for Black Diaspora has been spending the 2016-17 academic year holding discussions, workshops, lectures and other community events on the theme "(Re)Humanizing Black Lives." Christina Rivers, associate professor of political science and the center's new director, says the current series is a continuation of the conversation begun by last year's programming dedicated to the Black Lives Matter movement. "When I hear the phrase 'Black Lives Matter,' implicit is that blacks are human," she says to explain the theme of the current year's programming. "In our history, blacks were not considered human. Trying to convince folks that black people are human has always been implicit in black voices."

The center has put together its calendar of events in part to give students a chance

to talk about how they feel as persons of color. Some urgent feedback from students convinced Rivers to program some events as soon as possible.

Rivers is pleased by the very diverse attendance and candid responses to fall events such as "Assessing DePaul's Racial Climate—Where Are We, and Where Do We Go From Here?" "There were expressions of gratitude for having the event, and the dean of students and the provost attended," she said. She hopes to reach a wider audience for these important discussions.

Following up a two-part fall series on minority voting rights, the winter and spring terms will include a panel on free speech and educating students on their rights if they are stopped by the police. "I also want to address the role of young people in expanding free speech rights over

the years," Rivers says, "particularly as part of the anti-war and civil rights movement. Students had a lot of power.

"We're also going to be showing two films as expressions of one's humanity," Rivers continues, "'Raça,' a documentary about lower-caste people in Brazil asserting their rights, and 'La Haine,' looking at race and class conflicts in 1990s France. It's become even more relevant in France today."

Rivers isn't looking too far from home for speakers. She has already booked Vincent de Paul Professor of Law Jeffrey Shaman and Cherno Sesay, associate professor of religious studies, for a winter presentation. "We tend to overlook each other, and this is a way to showcase what we have here and let our students know they can take advantage of classes taught by our speakers."

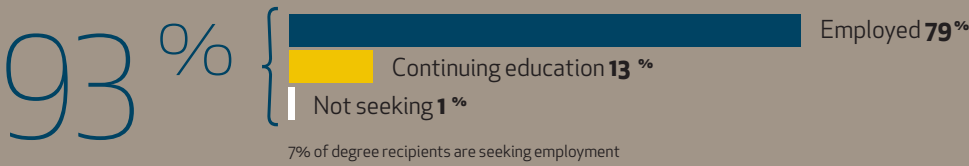


LIBERAL ARTS  
EDUCATION: A GREAT  
INVESTMENT FOR  
STUDENTS & EMPLOYERS

Carey Smith, founder of the international industrial manufacturer Big Ass Fans and holder of a liberal arts degree in economics, wrote in Inc. magazine that “I’ve always tried to hire well-rounded people who can think on their feet and have a depth of interests, knowledge and experiences. More often than not, these characteristics appear in people with well-rounded liberal arts educations. For business owners looking for an intelligent and quick-thinking employee, an investment in an art historian or anthropologist might give you a better ROI.” DePaul Career Center statistics bear out his assessment.

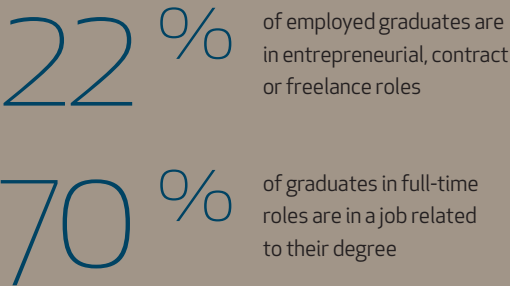
Career Outcomes Rate  
LAS Bachelor’s Degree Recipients, 2015

Totals may be affected by rounding.

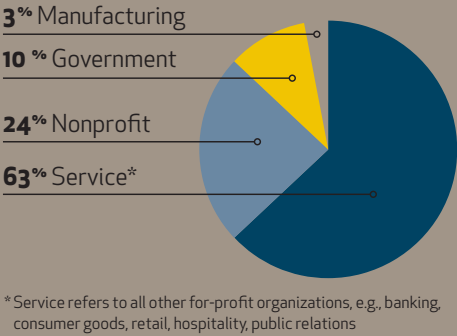


The career outcomes rate **increased by 4 percentage-points**, compared with 2014, with a **9 percent increase in median salaries** for those working full-time, most notably for history, English and political science majors.

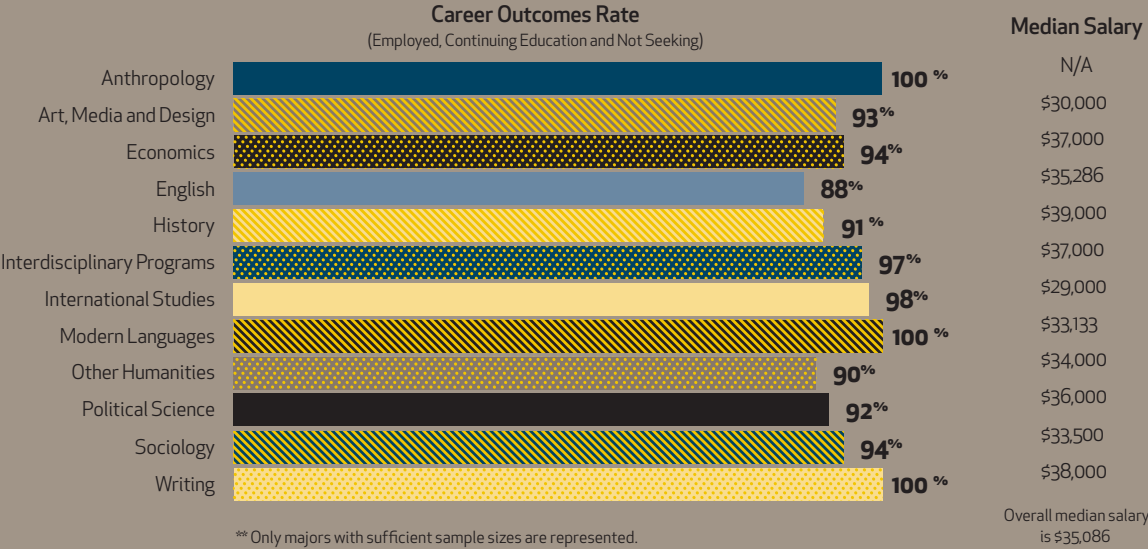
Employment Details



Employment by Industry Sector



Career Outcomes Rate and Median Salary First Year Postgraduation, by Major \*\*



# RECONCILIATION & HOPE

THE CHURCH & INDIGENOUS  
PEOPLES IN THE AMERICAS CONFERENCE



It began with a prayer. Sister Eva Solomon, C.S.J., a Catholic nun of Anishinaabe heritage, led attendees in a call and response invoking her indigenous tradition. The sold-out conference, held Nov. 4-5, 2016, explored the relationship between the Catholic Church and native peoples throughout the Americas. It brought together scholars and pastoral voices from Chile, Canada, Mexico, Bolivia, Brazil, Peru and the United States and the indigenous Mapuche, Chiquitano, Tzeltal, Mayan, Oglala Sioux, Mi'kmaq and Anishinaabe peoples. The event was co-sponsored by LAS's Center for World Catholicism and Intercultural Theology (CWCIT) and the Chicago Theological Union (CTU).

William Cavanaugh, professor of Catholic studies and CWCIT director, welcomed attendees with a statement of purpose: "We talk about North/South dialogue, but both exist in each other's zones. We're here to talk about newer initiatives where robust Catholicism comes out of indigenous expressions."

These are "challenging times for the church in relationship with indigenous peoples. New movements are emerging centered on historic responsibility and being part of a solution," said Michel Andraos, associate professor of intercultural theology and ministry at CTU.

Sister Eva spoke movingly about the racism she faced growing up near Winnipeg, Manitoba. "What racism does to us as people is very violent. It puts us down and demands of us to conform to the colonial way of life."

Yet, as the director of the Building Bridges Project for Canada's Standing Committee on Aboriginal Affairs of the Assembly of Western Catholic Bishops, she has been able to work toward a truly indigenous Catholic Church.

"The bishops wanted us to teach others to work with indigenous people, but I said, 'No, we must have Catholic indigenous outreach dialogue so that the church can understand what we're talking about and how we can bring that understanding to our own people.'"

The UN Declaration on the Rights of Indigenous Peoples informs her work on Canada's Truth and Reconciliation Commission. "We have 94 calls to action at individual, church and government levels," she said. One statement calls for a plan to implement the UN declaration.

Archbishop Emeritus Sylvain Lavoie, O.M.I., a missionary oblate to the indigenous peoples of north and central Saskatchewan, recounted the tragic history of native children who were taken from their families to be educated in missionary schools. Francis White Lance, a member of the Oglala Sioux tribe and an Anglican Catholic priest, discussed this disruptive fate at length from his own experience.

Pedro Gutiérrez Jiménez, coordinator of indigenous theology for the Institute for Intercultural Studies and Research in Chiapas, Mexico, says he came to understand his Mayan-Tzeltal heritage as a seminarian. Understanding his Christian faith in the context of indigenous faith led him to practice "Indian theology."

"For the good of humanity and Mother Earth, we want to be Christians without giving up our indigenous identity," he said. "Indian theology is present in (the) practices and thinking of Christian churches, and we can develop a synthesis between the two spiritualities."

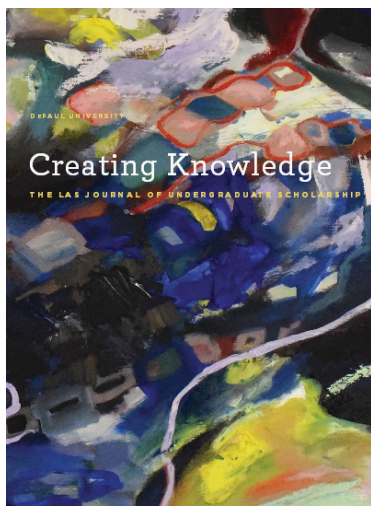
"Education got us into this mess, and it will get us out of it," Lavoie concluded. "We must choose to enter into cross-cultural experiences, get out of a colonial mindset and complete the apology by listening with the heart, asking for forgiveness, declaring never to do harm again and making amends."



# IN BRIEF

## STUDENT JOURNAL PUBLISHED

Creating Knowledge: The LAS Journal of Undergraduate Scholarship, Volume 9, 2016, was published in November. The journal, edited by Warren C. Schultz, associate dean and professor in the Department of History, contains 19 essays and 13 works of art representing advanced student coursework from 20 different



departments during the 2015-16 academic year. Among the topics chosen were "Amnesia on the 'Lakeside': Prospects for the Right to the City in South Chicago" by David Purucker (International Studies), "The Politics of Protection: Domestic Violence Asylum Seekers Divided Along Gender and Racial Lines" by Lizbeth Sanchez (Latin American and Latino Studies) and an abstract painting by Angela Guest titled "Obsessed #3" that forms the cover art of the journal.

## 2016 SUCHAR AWARD WINNER

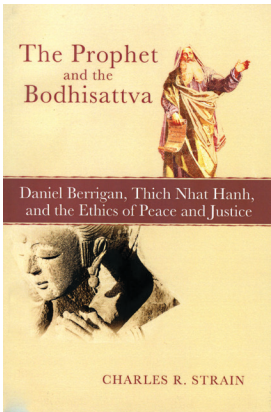
Cassandra Follett, geographic information systems (GIS) coordinator in the Department of Geography, is the recipient of the inaugural 2016 Suchar Innovation and Development Award for her project "Virtual Reality GIS for DePaul." With the support of this award, Follett will investigate ways to use virtual reality applications in geography, the digital humanities and the social sciences to enhance student learning objectives while enriching GIS coursework. She will use her skills as a programmer, software engineer and GIS specialist to develop applications to take full advantage of virtual reality devices to create new and exciting uses for DePaul students. The Suchar Award was established to support faculty and staff projects that foster innovation and development.



## VISITING PHILOSOPHY PROFESSOR TALKS "EMERGENCY AESTHETICS"

On Nov. 11, 2016, the Department of Philosophy welcomed Professor Santiago Zabala, the ICREA research professor of philosophy at the Pompeu Fabra University in Barcelona, to present his ideas on Being and aesthetics. He gave a short talk based on his forthcoming book "Emergency Aesthetics: Why Only Art Can Save Us." Zabala said that an event causes Being to emerge, and the greatest emergency today is the absence of emergency. Zabala referenced philosopher Martin Heidegger's notions that Being has been replaced with beings, everything has been seen to be calculable and something must push us into the event of emergency. Zabala said that art often works better than other media to accomplish this goal. Unlike politics, he said, art is willing to do anything for salvation. His lecture, part of a regular Friday series for philosophy students, faculty and members of the public, was followed by a Q&A session.





**BUDDHIST-CHRISTIAN STUDIES AWARD**

“The Prophet and the Bodhisattva: Daniel Berrigan, Thich Nhat Hanh and the Ethics of Peace, and Justice” (Wipf and Stock, 2014), written by Professor of Religious Studies Charles R. Strain, was the winner of the 2016 Frederick J. Streng Award for an Outstanding Work in Buddhist-Christian Studies of the Society

for Buddhist-Christian Studies. Through its discussion of two men, Daniel Berrigan and Thich Nhat Hanh, who acted and reflected upon their respective moral type, the book poses the underlying question of whether religious individuals and communities can learn from each other in ways that will lead them to collaborate in addressing the great ethical challenges of our time.



**2016 DAMMRICH AWARD WINNER**

Political Science Professor Richard Farkas is the recipient of the Thomas and Carol Dammrich Faculty Innovation Award for his project “HI Civics: An Innovation for Learning and Political Socialization.” With the support

of this award, students in Professor Farkas’ fall course, Comparing Democracy and Dictatorship, will collaborate with College of Computing and Digital Media students in Professor Doris Rusch’s Games With a Purpose course, as well as with students and faculty in the Mass Media and Cultural Studies program at the University of Dubrovnik. The international team will design a “gamification” app for civic education that can be used in schools across Croatia. The award was established in 2013 by **Thomas J. Dammrich (BUS ’74, MBA ’78, MSA ’85)** and **Carol M. Dammrich (CSH ’76)** to support faculty in the College of Liberal Arts and Social Sciences who demonstrate innovation in the classroom.



**ANCIENT STABLE DISCOVERED**

A team of researchers excavating a site at Ovdad National Park in the central Negev region of Israel discovered a structure that has been confirmed as a stable for sheep and donkeys probably used during the Byzantine period. Scott Bucking, associate professor of history, who co-led the dig with Tali Erikson-Gini of the Antiquities Authority of Israel, said the stable, which was part of a series of caves carved into a mountainside, served a settlement of monks. Stone basins also found at the site most likely held food for the animals. According to Bucking, the structure likely fell victim to the earthquake that destroyed the city of Ovdad in the 7th century A.D.

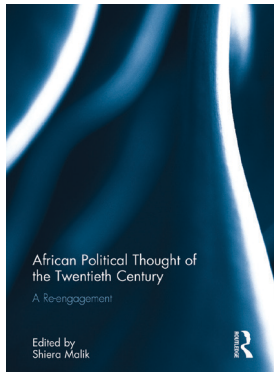


**LAS DEAN RECEIVES PRESTIGIOUS AWARD**

Guillermo Vásquez de Velasco, dean of the College of Liberal Arts and Social Sciences, was recently recognized by the Iberoamerican Society for Computer Graphics (SIGRADI) as the 2016 recipient of the Arturo Montagu Lifetime Achievement Award. This is the highest honor bestowed by SIGRADI, and it recognizes pioneering achievements in the use of digital networks and virtual reality technology in education. He credited his professional partnership with his wife Antonieta Angulo, PhD, and his strong foundation in the humanities as key factors in his ability to combine art and technology in pursuit of innovation.



# FACULTY PUBLICATIONS



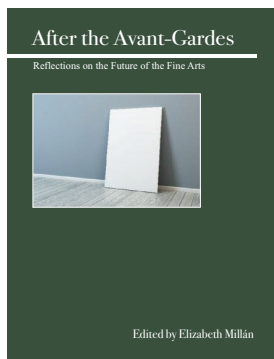
## African Political Thought of the Twentieth Century: A Re-engagement

This book, edited by Shiera Malik, assistant professor of international studies, focuses on African political thought during the 20th century and its continued influence in the present global condition. Its six chapters form a set of close readings on the ideas and practices of 20th-century African political theorists, including Frantz Fanon, Léopold Senghor, Amílcar Cabral, Agostinho Neto, Julius Nyerere, Gabriel d'Arboussier and Sembène Ousmane. (Routledge)



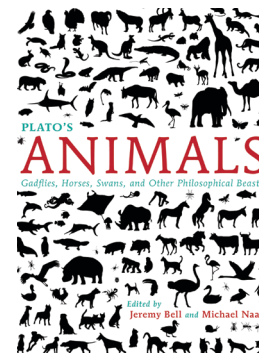
## Resistencias al olvido: Memoria y arte en Colombia [Resisting Forgetfulness: Memory and Art in Colombia]

This book, edited by Associate Professor of Philosophy María del Rosario Acosta, presents essays that explore the problematic relationship between some artistic expressions, such as performance, video installations, photography, music and theater, and the omnipresent phenomenon of violence in Colombia. The contributors offer ideas from contemporary philosophy that, in dialogue with such disciplines as anthropology, literature and sociocultural studies, can expand the debate around transitional justice and memory in an effort to end the violence. (Universidad de los Andes)



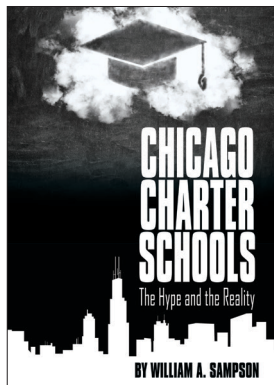
## After the Avant-Gardes: Reflections on the Future of the Fine Arts

This wide-ranging collection of essays edited by Philosophy Professor Elizabeth Millán examines the alienation between lovers of the arts and the baffling performances of artists of the contemporary avant-garde. Millán and the book's contributors ponder the place art occupies today and in what future directions it might go. (Open Court Publishing Co.)



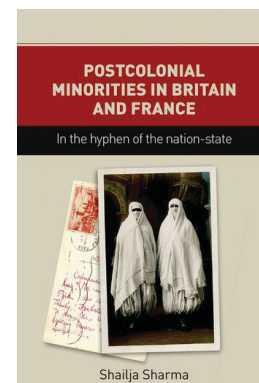
## Plato's Animals: Gadflies, Horses, Swans, and Other Philosophical Beasts

Philosophy Professor Michael Naas and his co-editor, Jeremy Bell, assembled this collection of essays that examine the crucial role played by animal images, metaphors, allusions and analogies in Plato's "Dialogues." Animals are central to Plato's understanding of the hierarchy between animals, humans and gods, and his ideas about education, sexuality, politics, aesthetics, the afterlife, the nature of the soul and philosophy. The volume includes a comprehensive annotated index to Plato's bestiary in both Greek and English. (Indiana University Press)



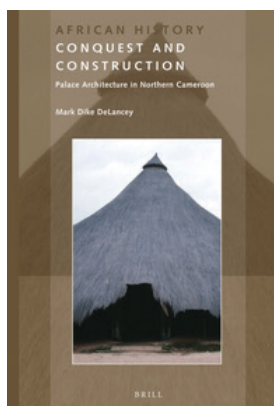
## Chicago Charter Schools: The Hype and the Reality

Charter schools in Chicago make up some 20 percent of all public schools in the city. Yet, little real data exist to judge the effectiveness of charters properly. William Sampson, professor and chair of public policy studies, compares the standardized test scores of both elementary and high school charter schools with the scores for traditional public schools located nearby in an attempt to allow such comparisons to be made. (Information Age Publishing)



## Postcolonial Minorities in Britain and France

In this book, Shailja Sharma, associate professor of international studies, looks at the place of national minorities to examine how nation and state place different demands on minority populations and how minorities in turn redefine the nation. Keeping histories of colonialism in mind, the book examines contemporary debates around secularism, feminism, Islam and group identities. It provides a comparative perspective on new minorities, places current debates on religion and security within a historical perspective and draws attention to links between the colonial past and postcolonial present. (Manchester University Press)



## Conquest and Construction: Palace Architecture in Northern Cameroon

Mark Dike DeLancey, associate professor of history of art and architecture, investigates the palace architecture of northern Cameroon. Palace architecture is considered first and foremost as political in nature, and therefore as responding not only to the needs and expectations of the conquerors, but also to those of the largely sedentary, agricultural, non-Muslim conquered peoples who constituted the majority population. (Brill)



## Running the Rails: Capital and Labor in the Philadelphia Transit Industry

James Wolfinger, professor of history and of education, uses the history of Philadelphia's sprawling public transportation system to explore how labor relations shifted from the 1880s to the 1960s. As transit workers adapted to fast-paced technological innovation to keep the city's people and commerce on the move, management sought to limit its employees' rights. Raw violence, welfare capitalism, race-baiting and smear campaigns against unions were among the strategies managers used to control the company's labor force and enhance corporate profits, often at the expense of the workers' and the city's well-being. (Cornell University Press)

# Wuilber Diaz Makes

# COMMUNITY SERVICE

## His Focus



Wuilber Diaz is not only the first in his family to attend college, but the first to graduate high school.

Diaz graduated from Curie Metro High School, a public magnet school on the southwest side of Chicago. “When I graduated high school, I wasn’t sure my family could have been more proud,” Diaz says. “But when I was accepted to DePaul and received a scholarship, they were even more proud.”

Diaz is senior majoring in political science who was attracted to DePaul because of the university’s commitment to community engagement and the opportunities that engagement provides. “I have always been focused on community service,” Diaz says, “and DePaul is a place that not only encourages meaningful service, but incorporates it into your studies.” He works on DePaul’s student newspaper, the DePaulia, and serves as a peer mentor through the university’s Students Together Are Reaching Success (STARS) program. He regularly tutors at an after-school day care center.

Diaz is the recipient of the Roberto Romo Family Foundation Scholarship, which supports talented students in the College of Liberal Arts and Social Sciences who are of Hispanic descent or who have demonstrated a commitment to working in the Hispanic community. He returns to Curie Metro regularly to mentor students.

Diaz deeply appreciates the opportunities the scholarship has afforded him. “As a first-generation student with financial need, scholarship support takes pressure off my family and enables me to continue my education. Each quarter, as I get closer to obtaining my college degree, I see how this investment is paying off. Hopefully someday I will be in a position to give back and help others pursue their goals.”

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## The College of Liberal Arts and Social Sciences

invites you to its Alumni Reception

Tuesday, April 11  
Hard Rock Hotel  
230 N. Michigan Ave.  
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For more information or to register, please send an email to [alumnievents@depaul.edu](mailto:alumnievents@depaul.edu),  
go online at [alumni.depaul.edu](http://alumni.depaul.edu) or call (800) 437-1898.